

## Faculty Senate Committee Formulates Proposals

The Educational Policies Committee of the Faculty Senate met on Friday, April 14 to consider a full agenda. Dr. Ethel Kamien presented a list of eight proposals, but because of lack of time only four of the eight were discussed and voted on.

1.) Curriculum change—It is requested that a change be approved in the curriculum for students majoring in Biology, namely, that a full year course in Organic Chemistry be instituted in place of the present one semester courses, each, in Organic Chemistry and Biochemistry.

Dr. Kamien explained that the full year course in Organic Chemistry would offer students a better preparation for graduate work and career opportunities. She said that the new course would offer the same credit points as the old Organic Chemistry Biochemistry course and would begin in September. The Committee voted to refer the proposal to the Faculty Senate for approval.

2.) Medical-Technology major approval is requested for the establishment of a curriculum leading to a Bachelor of Arts degree with a major in Medical Technology. Since this major does not require addition of any courses to those presently being offered at LSC and the freshman year is identical with that taken by the Biology majors, it is proposed that this major be offered as of September, 1969.

Dr. Kamien told the Committee that students have

### State College Brass Ensemble

A Preview of Its Program for Its 1969 European Concert Tour

This presentation will be in Lowell State's Little Theatre on April 19th at 8 o'clock.

The choir and brass ensemble consist of select members from the following colleges: music departments:

Keene State (N.H.)  
Fitchburg State  
Plymouth State (N.H.)  
Universities of Connecticut and Vermont  
Lowell State

The group has been meeting once each month for full-day rehearsals of classic, folk, popular, and religious music and much music of American culture and heritage.

The Lowell presentation is for the benefit of its members who are representing Lowell State as members.

Its conductors are Dr. Edward Gilday, Head of our Fine Arts Department and Mr. Paul Gay, director of our own Brass Ensemble and Concert Band.

expressed an interest in attending LSC if a Medical-Technology major were offered. She said that the program as it is designed allows the college to offer this new major with very little extra effort. There was some discussion, however, concerning the proposed fourth-year course of study in the program. Med-Tech majors would be doing clinical work in a hospital in their fourth year. Dr. Fischer questioned Dr. Kamien about the problems of affiliating the college and its faculty with hospitals and staff in order to carry through the course. Dr. Robert Foy then questioned the proposed curriculum for the program. Although it was hoped that the program would be flexible enough to allow a liberal arts student to move into the Med-Tech major at the end of his sophomore year, the program as it now stands proves too binding. This student would not have completed the prerequisites necessary to enter the Med-Tech program in his Junior year. Dr. Foy pointed out that there might be a possibility of offering both the B.A. degree and an alternate B.S. degree in this field. Foy did propose that the Committee recommend the program to the Faculty Senate with the reservation that Dr. Kamien find additional information concerning the fourth year of the program. Foy's proposal was accepted by the Committee.

### Eng. Professor Publishes in College English

Lowell—"Some Contributions to the Halle-Keyser Theory of Prosody", an article by Dudley Hascall, assistant professor of English at Lowell State College, has been published in the February, 1969, issue of *College English*.

According to Mr. Hascall, metrical theory, as it has been taught traditionally, has only limited application to English poetry. In fact, Mr. Hascall says, traditional theory excludes more lines of English poetry than it includes. The Halle-Keyser Theory is a new and more inclusive definition of poetic meter.

In his article, Assistant Professor Hascall explains some of the difficulties of the new theory and suggests some revisions and extensions.

Mr. Hascall made a specific study of English meter while a teaching fellow at Harvard University during the past two years. He received his Bachelor of Arts degree from the University of Colorado and his Master of Arts degree from the University of Oregon.

3.) Transfer credit—It is proposed that a minimum grade of C be required for transfer credit for all courses taken at other colleges by students either presently enrolled at LSC or requesting admission to LSC as transfer students.

This proposal would resolve the two policies that now exist at the college concerning transfer credit. The minimum grade of C would be required for transfer courses taken outside the college for both transfer and LSC students.

4.) Grades in repeated courses—It is proposed that the grades for all courses repeated, due to initial failure in the course, be included in compilation of the cumulative average.

A member of the Committee suggested that the two grades, the failing grade and the grade attained in the repeated course, be averaged together and recorded in the student's cumulative record as a three-credit course (or whatever credit the initial course carried). This motion was carried.

The Committee was addressed by Allan Gendler of the Math Department. Mr. Gendler, as a member of the ad hoc committee considering registration policies, has devised a new system of registration for

the college. He presented the plan as a suggestion to the Committee, and this suggestion will be referred to the Faculty Senate out of committee.

Gendler's plan changes the focus of registration. The student would have more personal responsibility for and involvement in his education. During the summer the student will receive a detailed schedule of every course that will be offered at the college that semester. The schedule will also list the time, place, and number of divisions of the courses that will be offered. The student is also given a time and date when he is to register at the college. On the assigned day, he goes to a room where his department is represented (Elementary Ed., English, History, etc.). The student meets with an advisor who tells him what required courses he must complete that year and how many electives he may select. (Students with a declared minor would also meet with an advisor of his chosen field of study). The student goes to another room which lists the courses and also tells him which courses and divisions are already filled up. He then tentatively fills out a schedule, and presents it to the advisor who signs it. The student then goes and (continued on page 3)

## Zaitchik Speaks at Fellowship Breakfast

Lowell—"What Do Our Students Want?" was the topic Dr. Joseph Zaitchik, associate professor of English at Lowell State College, chose to discuss when he was guest speaker at the recent annual Fellowship Breakfast of the Stoneham Council of Churches. Dr. Zaitchik evaluated various sources of student unrest and cautioned against two mistakes which adults often make in dealing with youth today. One is to condemn all student protest, even when it is constructive; the other mistake is to "jump on the bandwagon" and give indiscriminate approval to all student activity. "Cool it", was Dr. Zaitchik's final advice to the breakfast meeting, as he emphasized the need for individual rather than sweeping judgment of students today.

On April 19, Dudley Hascall, assistant professor of English at Lowell State College will attend a meeting of the New University Conference at Boston University. Titled "Teaching of Literature—How Can It Survive", the meeting will consist of a series of workshops to explore ways of teaching literature that are pertinent to the most serious problems facing society. This conference is the result of a meeting of the Modern Language Association held in New York City in

December, where graduate students and faculty members in the field of English raised many questions about the profession's social and political functions, the triviality of scholarship, the narrowness of curricula, and the restraints put on imaginative teaching.

Dr. Richard G. Lyons, Lowell State College associate professor of philosophy, has been serving as president of the New England Philosophy of Education Society. The society meets twice a year for the presentation of a paper which focuses on philosophical problems which have particular significance for education. The spring meeting will feature a paper by Dr. Russell C. Miller, professor of theology at Yale University, titled "Linguistic Philosophy and Religious Teaching."

## Art Dep't Introduces Program in Visual Perception

Lowell—In today's world, we are continuously called upon to interpret events visually. Television, films, billboards, all the new developments in the graphic arts, appeal primarily to our visual sense, yet, according to Leo Panas, chairman of the Department of Art at Lowell State College, in education, the emphasis is almost entirely verbal. In the educational process, the visual sense has been almost completely neglected. Although some schools have audio visual instructional materials, and other schools have added many art and humanities courses, these are insufficient to correct the imbalance that favors a verbalized form of teaching.

To correct the deficiency, the Art Department of Lowell State College has introduced a program in Visual Perception. This program is based on a research project conducted from 1963 to 1968 by the Visual Communications Center of Phillips Academy in Andover, in which Mr. Panas and Robert Griffith of the Art Department and LSC President Daniel O'Leary participated during the summer of 1967. At present, a Visual Perception course is being offered in the Graduate School of the College, and the principals of the course have been worked into various undergraduate courses such as basic design and photography. The graduate course is a series of lectures and studio experiments which are intended to develop visual acuity, and thus greater awareness and openness towards the world.

According to Robert Griffith, who has been active with Mr. Panas in introducing the program, the development of visual sensitivity will benefit the learning process in all subject areas. The studio experiments can help clarify abstract concepts in English, science, mathematics, and other subjects.

In the elementary schools, Mr. Griffith says, he introduction of such material could be very helpful to young (Continued on Page 4)

### PIZZA by CHARLES

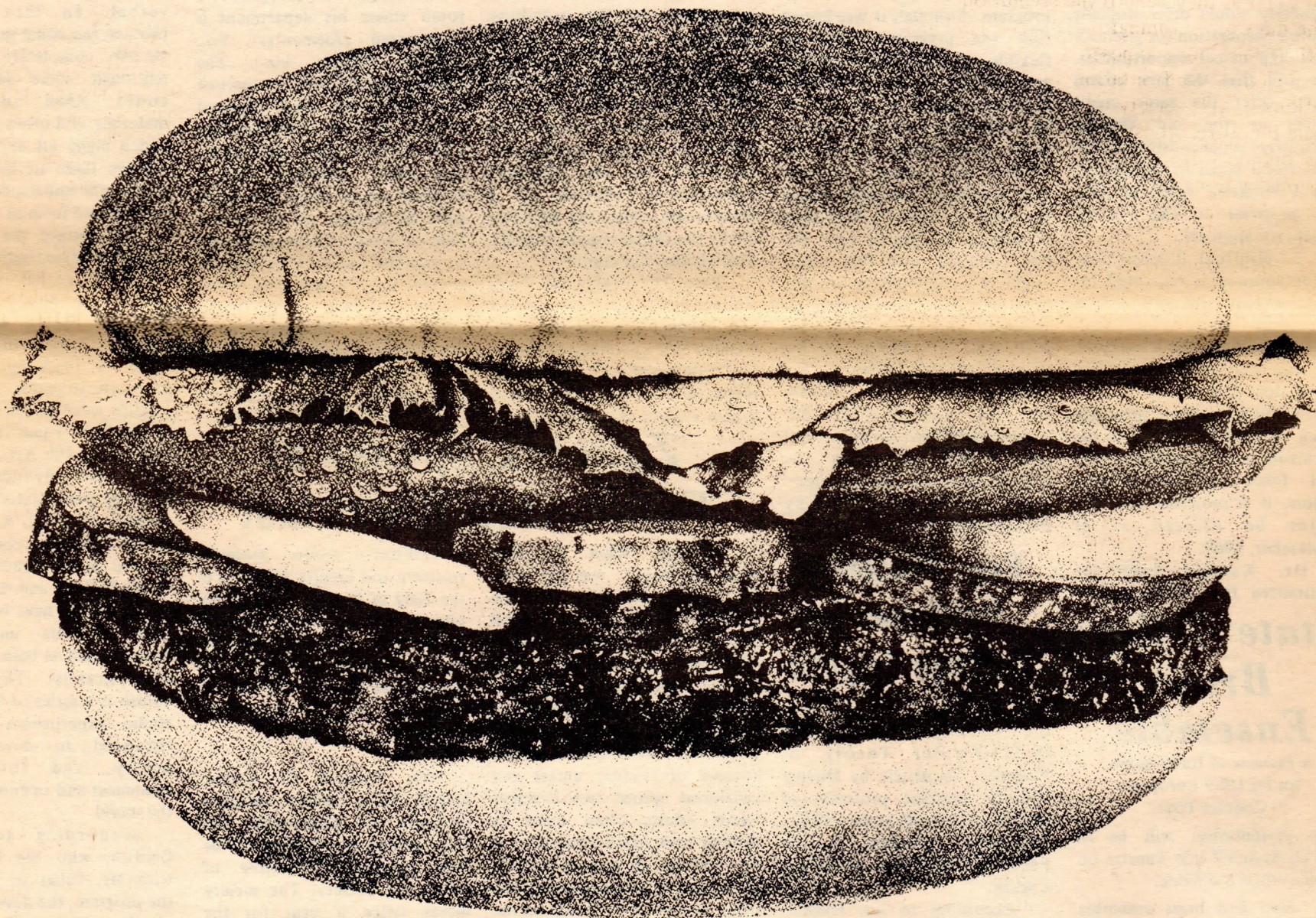
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# EDITORIAL

In colleges all over America from the most obscure to the vaunted Harvard University radical students spearheaded by the Students for a Democratic Society have engaged in a number of demonstrations and attacks against the existing order. The prime targets of these students are military recruiters, recruiters from industries making war materials used in Vietnam and the ROTC. And on many campuses black militants have engaged in similar attacks, strongly supported by white radicals, seeking to destroy racist policies of our colleges and universities.

Though the goals in all cases are laudable, there is always heard against the student radicals the voice of oppression hysterically inveighing against the impious radical stomping across ground sacred to those with vested interests in the status quo of racism and war. The radicals intend to serve notice on the American system of social-economic-political oppression that they will destroy it by whatever means necessary. Their aim is to make the voice of oppression gag on its own blood and end the spilling of others.

So from liberal and conservative and moderate quarters there is heard that the radical student, engaging in revolutionary terror is no more than those whom he is fighting. But they (these liberals et al) must realize that the morals and values of this society can not be applied to the radical who views them as corrupt and who will use them only in so far as they benefit the revolution.

The days of "meaningful dialogues" and liberalism are dead; their false hope exposed and destroyed. It is the era of direct action, confrontation and all out attacks on the institutions of this society which cry out to be destroyed for their iniquities. It is now the SDS which leads these attacks on most fronts. We praise the radicals for their courageous actions. We support them at San Francisco State, at Wayne State, at Berkeley, at Wisconsin, at Harvard, at B.U. and at all colleges across the nation. We support them and have confidence in their ultimate success.

## LOWELL STATE COLLEGE KINETIC ARTS FESTIVAL

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## Letters to the Editor

### S.G.A. President Writes on "Time Out"

Dear Frank,

The last Wednesday in March Lowell State awoke from a long nightmare. The "Faculty-Student-Administration Seminar" will go down in LSC History as the beginning of a new era in intracollegiate co-operation.

Many people were responsible for the success of this day. My thanks to Pat Malloy (my right arm and a very beautiful one), Eileen Morse, Dennis Taff, Rick O'Brien, the illustrious (and infamous) Editor of *The Advocate*, and all the students who moderated discussions and did a fantastic job.

Mr. Derry, Mr. Bergeron, Dr. Zaitchik and many many other faculty members added greatly to this day. The faculty senate should be rightly proud of their president, but, of course, a fine faculty deserves a fine president.

My gratitude to Mr. Bergeron is impossible to express in words. Besides learning a profound respect for Jacksonian, as opposed to Jeffersonian, democracy, he has given the Student Government courage and direction in a responsible manner.

The students deserve the most praise. They conducted themselves in a responsible and effective manner. Without their co-operation the day would have been a fantastic flop.

To the many people which time and space requires I must omit, please accept my sincere thanks.

To Dr. O'Leary and the administration, my heartfelt thanks. We have begun communication, Doctor, let us not stop short. With your help we can go ahead, Students, Faculty and Administration, to a greater college.

As the song "Age of Aquarius" so aptly puts it, "It is the dawning of the Age of Aquarius... sympathy and trust abounding... and the mind's true liberation," so "let the sun shine in."

Gratefully yours,  
Bernie

(Editor's note: We know that we speak for the whole student body when we say to Bernie Battle, President of the Student Government Association, "thank you for stepping in and providing the leadership from which sprung all the successes of Lowell State's 'Time Out.'")

### In Your Interest

Dear Frank,

Would you please put the following announcement in the *Advocate* as a public service for a charity I am associated with.

Thanks, Bernie

Going to the Movies? Would you like to see first run movies for 25% off while benefiting a worthy charity?

Here's the deal. The Interfaith Housing Corporation of Greater Lowell has received a gift of tickets from the Cinema IV in Chelmsford. The tickets, regularly \$2.00, are being sold for \$1.50 for shows running from April 1 to May 15 on

## Who Has Rights

by Larry Doyle

"The time has come," the walrus said,  
"To talk of many things:  
Of ships-and shoes-and sealing wax  
Of cabbages-and kings-  
And why the sea is boiling hot-  
And whether pigs have wings."

### Through the Looking Glass

-Lewis Carroll

As the walrus asked, so did the radical (as some have deemed fit to call him), and found out some of the reasons "why the sea is boiling hot" and that pigs do not have wings. The radical found many things wrong with the university and the world, and many agreed with him that there was a lot of work to be done. But when the radical set about to effecting change he found that the "kings" didn't want him to make all these changes. Then the radical found himself up against the wall. And then he struck out at those trying to stop him, taking over buildings and closing down schools. The people cried NO! Certainly there are valid reasons for change, but one has to respect the rights of others who are against some of the changes.

Probably the most stimulating issue relating to campus unrest is whether the radicals, as they are called, have a higher right that can be imposed upon the rights of others in quest of the radical's demands. The argument against this is often the right of association. This says that if I want to consult with an Army of Dow Chemical recruiter about my future, or join ROTC, I have that inherent right. Few will deny this, a person does have the right to associate himself with whatever and whomever he wishes.

But does the Army or Dow Chemical have the right to use the university campus for its own ends? ...I am here at a university or college, institutions designed specifically for the betterment and advancement of mankind. (And even moreso if that institution is oriented towards teacher preparation.) No matter how much the Army might say "peace is our profession", it is still an organization whose main goal in its preparation is destroying and killing. I (a radical[?]) insist that Army recruitment does not belong on campus...

The role of keeping the university within its vague educational boundaries for the purpose of improving man's lot should be left to those who would normally carry this responsibility, the administrations. Aside from black studies programs, the radical element has caused its biggest commotion lately about ROTC (pronounced like rotsy)

Sunday through Thursday performances.

If you are interested about a night at the movies while benefiting people with low incomes and helping them purchase a home see Bernie Battle in the Student Government Office. Help yourself to a substantial saving while helping others to attain what for most of them is an impossible dream.

being given academic credit, administrative endorsement and "pushing" of ROTC, and ROTC's presence on campus. Although there are some ROTC programs that may be considered "jock" courses, the great majority of them requires a good deal more effort than polishing shoes and brass buttons. But even though a military history course might require as much work as a literary history course, ROTC courses are all pointed toward being a better officer and learning to kill more efficiently and effectively. The goals of ROTC are undeniably incompatible with the goals of the university.

If the Army wants to train (Reserve Officer Training Corps really does involve training, and not learning) college men for its officers, it should operate from a base outside of and completely separated from the university... ROTC is in the school, now do I have the right to throw it out? The very presence of ROTC, its goals, its strict uniformity, its unofficial closed-door policy to free thought, and everything else about it make some contemplate whether or not the university is fulfilling its function. I am not in ROTC, but I came to school for my betterment with the hope of sharing it after graduation, and here I am face to face with the biggest killer in history, the military. Most of the college believes that perhaps academic credit should be taken away, but ROTC and its members have a right to remain on campus. Wrong. You sir, by your support of ROTC and its presence, are treading on my right to attend a college that fulfills the true concept of a college. There are no reasons for ROTC's physical presence on a campus other than the military's convenience on the school's involvement with, and fear of antagonizing, Defense Department...

When someone infringes upon another's rights, the trod upon then has the right to get his rights back. When the university is opposed to being a true university, the students must see to it that it becomes a true university, and the amount of turmoil can only be attributed to how obstinate those with the power, are toward becoming a university or college in the true sense of the word.

### FACULTY SENATE

(continued from page 1)

reserves the courses he has selected.

Gendler explained that this plan involves no curriculum or advisor change. It does involve setting up a master plan for the college, rather than the individual section plan as it is now done. There would be no need for section planning, because, according to Gendler's plan there would be no sections as we know them now. Students would attend classes with other students of all majors and not exclusively with those of their own field, as often happens with the section set-up.

The results of Friday's meeting will be recommended to the Faculty Senate at its next meeting, April 18.



# Boston Area Teachers Form Soc. Iden. Curr.

by Ingrid Shadan

Last summer, a group of high school teachers and students, from the Boston area, worked together to develop a curriculum dealing with the problems of living in America's cities and suburbs. The students, white and black, spent the greater part of last summer interviewing, investigating, and studying in the areas in which they lived. From their findings, they, and the teachers, put together a curriculum, which consists, not of a study of slum life alone, or suburban life alone, but a study of both and how they relate to one another.

There were two major goals to the project: 1) senior staff members wanted to gather materials and write lessons for a curriculum on urban problems; 2) and to create an experimental situation in which teachers and students from different communities in Boston Area could work together and learn from each other. The main focus was on urban problems because of its relevance to students living.

The Social Identity Curriculum is concerned with the social setting that forms the framework for an individual's life style. It begins with the students own lives and gives them tools to explore and compare their environment to those of others. The content of this Curriculum is the kids lives and what about their community makes them become what they are.

One of the students involved in this project, a boy named Jim, reacted in this way to the summer project, "when I went back this September, school is now, and its meaning, and I can see a bureaucracy working." One of the teachers involved in this project, Walter Popper, tries to make his classroom a much more human place. He said that there may be three or four things going on in his classroom at once now, which provides a free, and therefore, interesting atmosphere.

The incentive for these five teachers in the Boston Area to formulate a Social Studies Curriculum began a couple of years ago when, on Thursday nights, these teachers used to meet and discuss common problems dealing with their classroom situations. They were

then called the Thursday night group. After Martin Luther King was assassinated, these teachers decided to try and find out what they could do about racism in schools. This led to the formulation of materials for the Social Identities Curriculum. Nine black and eleven white students were hired to spend six weeks in the summer trying to gather material for this project. The themes they used for this curriculum were: success, tensions on ethnic identity, and progress.

These teachers in the Boston Area also formulated another Curriculum for the high schools on Viet Nam. Its main ideas discussed were: 1) the war as an internal political dilemma for the U.S.; 2) the war as a dilemma for the individual American; 3) the effect of the war on the Vietnamese. These topics would explore the issue of foreign policy making in a democracy. Who in the government do we as citizens have most access to? and, which of these persons are important in the foreign policy making process?

This Boston Area Teaching Project was supported by a grant from the coalition for Youth Action of the U.S. Department of Labor.

## Art Dept.

(Continued from Page 1)

children, particularly to that child who has been slow in verbal development and is having trouble learning to read. Although the students in the graduate course represent a variety of professions, a majority are teachers who are already applying their experiences in visual perception to their own classrooms.

One first grade teacher, commenting on a studio experiment in which she had to develop a relationship between a curved and a straight line, said, "While I was making the lines from curve to straight, I thought of the progression (slowly and patiently) in having my first grade children visualize the letters and forms of the letters in the alphabet until they finally know the letters..." Another first grade teacher was able to apply the experiment, to concepts in modern mathematics.



"Urban Renewal" appearing at Advocate Dance, April 18th in the Lowell State College Lounge 8-12 p.m. Admission 99c.

## LSC Trims Salem 18-15 in Opener

It was a long time in coming but last Friday at Hadley Field Lowell State finally won its baseball home opener and it finally defeated Salem on the diamond. The game itself was also a lengthy affair lasting over three and one-half hours on a sometimes chilly but mostly frigid afternoon.

The teams played for seven and one-half innings before the game was called on account of darkness. A total of 33 runs were scored with Lowell collecting 18 and Salem 15.

Salem opened the scoring in the top of the first in an ominous manner tallying seven runs. A three run homer by Girard over the right field wall highlighted the Salem scoring.

Boehm who started the game for Lowell was lifted in the first and replaced by Sadkowski.

LSC countered with four runs of its own in the bottom of the first. Singles by Wolstencroft, Robinson, Burns and a double by Flaherty coupled with a pair of Salem errors lead to the scores. In the second inning LSC matched Salem's seven run first. The producers here were a double by frosh Brian Moulton and singles by Capt. Mike Michaud and Mark Kaplan.

Salem tied the game at 11-11 with a four run fifth. Lowell not to be denied, gathered four more markers in the home half of the fifth. Five walks around a Robinson single

accounted for these tallies. Continuing to pour it on Lowell added three more scores in the sixth on singles by Moulton and Burns, an error, and a walk to Wolstencroft.

Salem, however, like the weather wasn't cooperating. They kept coming back. Salem touched Flaherty for two runs in the seventh and then scored twice in the eighth of Jim Robinson. He succeeded in retiring them for the night.

There were several heroes for Lowell on opening day. Ray Flaherty who was the winning pitcher also had a good day at the plate collecting two hits and four runs batted-in. Third sacker Bill Burns and Freshmen Jim Robinson and Brian Moulton each had two hits and three rbi's. Capt. Mike Michaud and Jack Wolstencroft both had two hits while sophomore catcher Mark Kaplan collected a pair of rbi's.

## SDS Report on L.S.C.

Dear Editor,

After a careful study made of your campus, its buildings and people, we here at SDS headquarters feel that you have no facilities, classrooms or dormitories worth taking over. It might however be worthwhile for the students there to take over the bookstore from the management of the administration so that you might purchase books at a reasonable price.

Sincerely,  
Nadia Boulanger  
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